

# About The New England Common Assessment Program



This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2012 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

## School Results

**School:** Williams-Cone School

**District:** RSU 75/MSAD 75

**Code:** 1266-1804



# Fall 2012 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2012-2013

### Grade Level Summary Report

School: Williams-Cone School  
 District: RSU 75/MSAD 75  
 State: Maine  
 Code: 1266-1804

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	33			209			13,380			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	33	33	33	205	204	204	13,086	13,103	13,053	100	100	100	98	98	98	98	98	98
With an approved accommodation	9	9	9	39	38	38	2,777	2,782	2,621	27	27	27	19	19	19	21	21	20
Current LEP Students	1	1	1	1	1	1	345	359	343	3	3	3	<1	<1	<1	3	3	3
With an approved accommodation	0	0	0	0	0	0	150	164	151	0	0	0	0	0	0	43	46	44
IEP Students	5	5	5	33	32	32	2,165	2,168	2,155	15	15	15	16	16	16	17	17	17
With an approved accommodation	5	5	5	29	28	28	1,832	1,821	1,761	100	100	100	88	88	88	85	84	82
Students not tested in NECAP	0	0	0	4	5	5	294	277	327	0	0	0	2	2	2	2	2	2
State Approved	0	0	0	4	4	4	230	216	221				100	80	80	78	78	68
Alternate Assessment	0	0	0	4	4	4	202	195	190				100	100	100	88	90	86
First Year LEP	0	0	0	0	0	0	9	0	9				0	0	0	4	0	4
Withdrew After October 1	0	0	0	0	0	0	0	0	0				0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0				0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	19	21	22				0	0	0	8	10	10
Other	0	0	0	0	1	1	64	61	106				0	20	20	22	22	32

### NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	33	0	0	33	7	21	19	58	4	12	3	9	547	205	17	61	16	6	547	13,086	15	56	21	7	546	
	MATH	33	0	0	33	10	30	15	45	3	9	5	15	546	204	21	48	15	16	544	13,103	17	45	19	19	543
WRITING	33	0	0	33	4	12	12	36	12	36	5	15	541	204	10	29	45	16	538	13,053	10	35	42	14	539	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2012-2013

### Reading Results

School: Williams-Cone School  
 District: RSU 75/MSAD 75  
 State: Maine  
 Code: 1266-1804

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

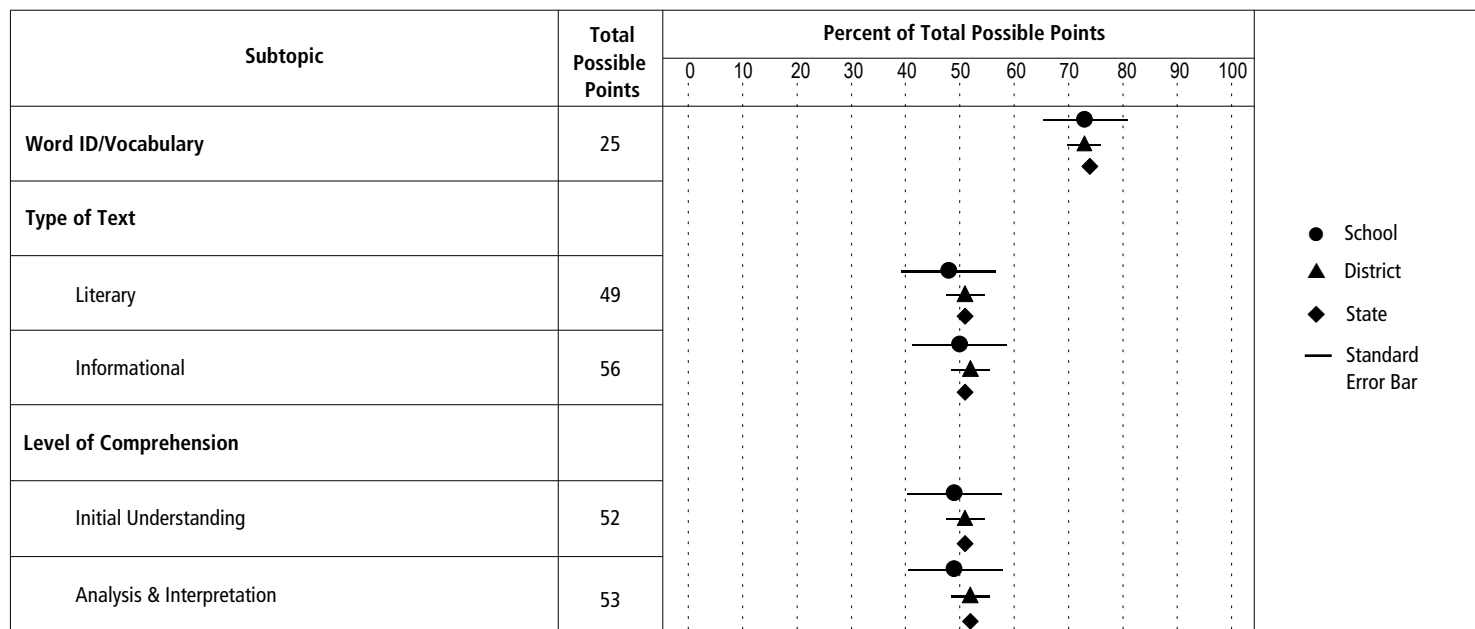
(Scaled Score 530–539)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	38	0	0	38	4	11	25	66	6	16	3	8	545
2011-12	36	0	0	36	1	3	25	69	10	28	0	0	543
<b>2012-13</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>7</b>	<b>21</b>	<b>19</b>	<b>58</b>	<b>4</b>	<b>12</b>	<b>3</b>	<b>9</b>	<b>547</b>
Cumulative Total	107	0	0	107	12	11	69	64	20	19	6	6	545
<b>District</b>													
2010-11	212	6	0	206	33	16	121	59	44	21	8	4	546
2011-12	187	2	1	184	29	16	102	55	44	24	9	5	546
<b>2012-13</b>	<b>209</b>	<b>4</b>	<b>0</b>	<b>205</b>	<b>34</b>	<b>17</b>	<b>125</b>	<b>61</b>	<b>33</b>	<b>16</b>	<b>13</b>	<b>6</b>	<b>547</b>
Cumulative Total	608	12	1	595	96	16	348	58	121	20	30	5	546
<b>State</b>													
2010-11	13,877	317	100	13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
<b>2012-13</b>	<b>13,380</b>	<b>230</b>	<b>64</b>	<b>13,086</b>	<b>2,028</b>	<b>15</b>	<b>7,320</b>	<b>56</b>	<b>2,773</b>	<b>21</b>	<b>965</b>	<b>7</b>	<b>546</b>
Cumulative Total	40,996	790	238	39,968	6,160	15	21,815	55	8,705	22	3,288	8	545





# Fall 2012 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2012-2013

### Disaggregated Reading Results

School: Williams-Cone School  
 District: RSU 75/MSAD 75  
 State: Maine  
 Code: 1266-1804

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	0	0	33	7	21	19	58	4	12	3	9	547	205	17	61	16	6	547	13,086	15	56	21	7	546
Gender																									
Male	17	0	0	17	3	18	9	53	2	12	3	18	544	107	12	60	19	9	545	6,649	10	58	23	9	544
Female	16	0	0	16	4	25	10	63	2	13	0	0	550	98	21	62	13	3	549	6,437	21	54	19	6	548
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										4						236	13	50	26	11	544
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						110	3	47	36	14	540
Asian	1	0	0	1										1						186	30	52	16	3	551
Black or African American	0	0	0	0										4						378	6	43	30	21	539
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	82	18	0	547
White	30	0	0	30	7	23	17	57	4	13	2	7	548	192	17	61	17	5	547	11,983	16	57	21	7	546
Two or more races	0	0	0	0										4						182	12	56	27	5	545
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						345	3	38	33	26	537
Former LEP student - monitoring year 1	0	0	0	0										0						25	44	52	4	0	554
Former LEP student - monitoring year 2	1	0	0	1										1						16	38	50	0	13	552
All Other Students	31	0	0	31	7	23	17	55	4	13	3	10	547	203	17	61	16	6	547	12,700	16	56	21	7	546
IEP																									
Students with an IEP	5	0	0	5										33	3	33	33	30	535	2,165	2	28	40	30	535
All Other Students	28	0	0	28	7	25	18	64	3	11	0	0	550	172	19	66	13	2	549	10,921	18	61	18	3	548
SES																									
Economically Disadvantaged Students	12	0	0	12	1	8	8	67	2	17	1	8	544	88	8	64	18	10	544	6,629	8	53	28	11	543
All Other Students	21	0	0	21	6	29	11	52	2	10	2	10	549	117	23	59	15	3	549	6,457	23	59	15	3	549
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	33	0	0	33	7	21	19	58	4	12	3	9	547	205	17	61	16	6	547	13,083	15	56	21	7	546
Title I																									
Students Receiving Title I Services	0	0	0	0										35	3	54	34	9	541	3,550	8	49	33	11	542
All Other Students	33	0	0	33	7	21	19	58	4	12	3	9	547	170	19	62	12	6	548	9,536	18	59	17	6	547
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						321	8	64	22	6	545
All Other Students	32	0	0	32	7	22	19	59	3	9	3	9	547	204	17	61	16	6	547	12,765	16	56	21	7	546

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2012-2013

### Mathematics Results

School: Williams-Cone School  
 District: RSU 75/MSAD 75  
 State: Maine  
 Code: 1266-1804

#### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

#### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

#### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

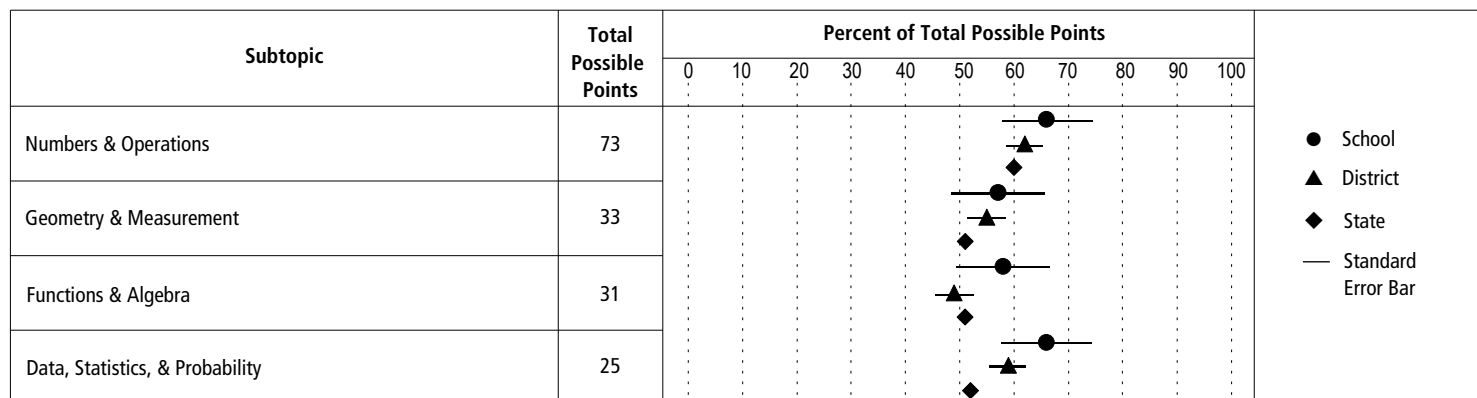
(Scaled Score 533–539)

#### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	38	0	0	38	11	29	21	55	0	0	6	16	547
2011-12	36	0	0	36	7	19	17	47	7	19	5	14	544
<b>2012-13</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>10</b>	<b>30</b>	<b>15</b>	<b>45</b>	<b>3</b>	<b>9</b>	<b>5</b>	<b>15</b>	<b>546</b>
Cumulative Total	107	0	0	107	28	26	53	50	10	9	16	15	546
<b>District</b>													
2010-11	212	6	0	206	45	22	93	45	21	10	47	23	544
2011-12	187	3	1	183	34	19	94	51	29	16	26	14	545
<b>2012-13</b>	<b>209</b>	<b>4</b>	<b>1</b>	<b>204</b>	<b>42</b>	<b>21</b>	<b>98</b>	<b>48</b>	<b>31</b>	<b>15</b>	<b>33</b>	<b>16</b>	<b>544</b>
Cumulative Total	608	13	2	593	121	20	285	48	81	14	106	18	544
<b>State</b>													
2010-11	13,877	246	107	13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
<b>2012-13</b>	<b>13,380</b>	<b>216</b>	<b>61</b>	<b>13,103</b>	<b>2,225</b>	<b>17</b>	<b>5,928</b>	<b>45</b>	<b>2,463</b>	<b>19</b>	<b>2,487</b>	<b>19</b>	<b>543</b>
Cumulative Total	40,996	691	238	40,067	6,525	16	18,516	46	7,569	19	7,457	19	543





# Fall 2012 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2012-2013

# Disaggregated Mathematics Results

**School:** Williams-Cone School  
**District:** RSU 75/MSAD 75  
**State:** Maine  
**Code:** 1266-1804

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	0	0	33	10	30	15	45	3	9	5	15	546	204	21	48	15	16	544	13,103	17	45	19	19	543
Gender																									
Male	17	0	0	17	5	29	6	35	2	12	4	24	544	106	22	47	14	17	545	6,660	17	45	18	20	543
Female	16	0	0	16	5	31	9	56	1	6	1	6	548	98	19	49	16	15	544	6,443	17	45	19	18	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										4						235	11	34	26	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						111	5	39	23	32	538
Asian	1	0	0	1										1						190	31	41	16	12	548
Black or African American	0	0	0	0										4						387	6	23	26	45	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	55	9	27	543
White	30	0	0	30	9	30	15	50	2	7	4	13	547	191	21	49	15	15	545	11,987	17	46	18	18	544
Two or more races	0	0	0	0										4						182	12	50	15	23	541
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						359	3	21	25	52	532
Former LEP student - monitoring year 1	0	0	0	0										0						24	50	42	0	8	551
Former LEP student - monitoring year 2	1	0	0	1										1						16	44	25	25	6	551
All Other Students	31	0	0	31	9	29	15	48	2	6	5	16	546	202	20	49	15	16	544	12,704	17	46	19	18	543
IEP																									
Students with an IEP	5	0	0	5										32	0	31	6	63	532	2,168	3	23	23	51	533
All Other Students	28	0	0	28	10	36	14	50	3	11	1	4	550	172	24	51	17	8	547	10,935	20	50	18	13	545
SES																									
Economically Disadvantaged Students	12	0	0	12	1	8	7	58	2	17	2	17	544	88	9	47	23	22	541	6,646	8	41	23	28	539
All Other Students	21	0	0	21	9	43	8	38	1	5	3	14	547	116	29	49	9	12	547	6,457	26	49	15	10	547
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	33	0	0	33	10	30	15	45	3	9	5	15	546	204	21	48	15	16	544	13,100	17	45	19	19	543
Title I																									
Students Receiving Title I Services	0	0	0	0										35	0	29	37	34	537	3,561	6	36	27	31	538
All Other Students	33	0	0	33	10	30	15	45	3	9	5	15	546	169	25	52	11	12	546	9,542	21	49	16	15	545
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						321	11	46	22	21	542
All Other Students	32	0	0	32	10	31	15	47	2	6	5	16	546	203	21	48	15	16	544	12,782	17	45	19	19	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2012 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2012-2013

### Writing Results

School: Williams-Cone School  
 District: RSU 75/MSAD 75  
 State: Maine  
 Code: 1266-1804

#### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

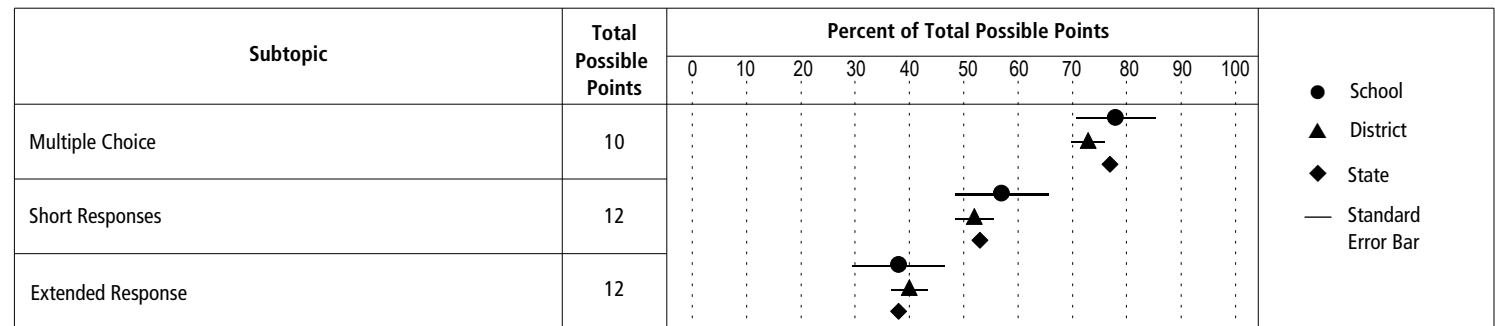
(Scaled Score 527–539)

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	38	0	0	38	2	5	16	42	17	45	3	8	540
2011-12	36	0	0	36	0	0	7	19	24	67	5	14	534
<b>2012-13</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>4</b>	<b>12</b>	<b>12</b>	<b>36</b>	<b>12</b>	<b>36</b>	<b>5</b>	<b>15</b>	<b>541</b>
Cumulative Total	107	0	0	107	6	6	35	33	53	50	13	12	538
<b>District</b>													
2010-11	212	6	0	206	21	10	58	28	106	51	21	10	539
2011-12	187	3	1	183	8	4	52	28	92	50	31	17	536
<b>2012-13</b>	<b>209</b>	<b>4</b>	<b>1</b>	<b>204</b>	<b>20</b>	<b>10</b>	<b>59</b>	<b>29</b>	<b>92</b>	<b>45</b>	<b>33</b>	<b>16</b>	<b>538</b>
Cumulative Total	608	13	2	593	49	8	169	28	290	49	85	14	538
<b>State</b>													
2010-11	13,877	309	133	13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538
<b>2012-13</b>	<b>13,380</b>	<b>221</b>	<b>106</b>	<b>13,053</b>	<b>1,264</b>	<b>10</b>	<b>4,546</b>	<b>35</b>	<b>5,418</b>	<b>42</b>	<b>1,825</b>	<b>14</b>	<b>539</b>
Cumulative Total	40,996	764	349	39,883	3,172	8	13,827	35	17,789	45	5,095	13	539





# Fall 2012 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2012-2013

### Disaggregated Writing Results

School: Williams-Cone School  
 District: RSU 75/MSAD 75  
 State: Maine  
 Code: 1266-1804

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	0	0	33	4	12	12	36	12	36	5	15	541	204	10	29	45	16	538	13,053	10	35	42	14	539
Gender																									
Male	17	0	0	17	1	6	4	24	8	47	4	24	535	106	6	19	52	24	535	6,633	5	28	48	19	536
Female	16	0	0	16	3	19	8	50	4	25	1	6	546	98	14	40	38	8	543	6,420	15	42	34	9	542
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										4						235	9	26	51	14	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						111	4	24	45	27	533
Asian	1	0	0	1										1						188	20	44	29	6	545
Black or African American	0	0	0	0										4						378	6	24	45	25	535
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	55	27	9	541
White	30	0	0	30	4	13	11	37	11	37	4	13	541	191	10	30	46	15	539	11,948	10	35	41	14	539
Two or more races	0	0	0	0										4						182	10	30	41	19	538
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						343	4	22	47	27	534
Former LEP student - monitoring year 1	0	0	0	0										0						24	25	58	13	4	548
Former LEP student - monitoring year 2	1	0	0	1										1						16	13	56	25	6	544
All Other Students	31	0	0	31	4	13	11	35	11	35	5	16	540	202	10	29	45	16	538	12,670	10	35	41	14	539
IEP																									
Students with an IEP	5	0	0	5										32	0	6	38	56	527	2,155	1	9	44	46	528
All Other Students	28	0	0	28	4	14	12	43	10	36	2	7	543	172	12	33	47	9	541	10,898	11	40	41	8	541
SES																									
Economically Disadvantaged Students	12	0	0	12	1	8	3	25	7	58	1	8	539	88	5	22	51	23	535	6,607	5	28	47	20	536
All Other Students	21	0	0	21	3	14	9	43	5	24	4	19	541	116	14	34	41	11	541	6,446	15	41	36	8	542
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	33	0	0	33	4	12	12	36	12	36	5	15	541	204	10	29	45	16	538	13,050	10	35	42	14	539
Title I																									
Students Receiving Title I Services	0	0	0	0										35	0	11	57	31	532	3,542	5	25	50	21	535
All Other Students	33	0	0	33	4	12	12	36	12	36	5	15	541	169	12	33	43	13	540	9,511	12	38	39	12	540
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						320	4	31	51	14	537
All Other Students	32	0	0	32	4	13	12	38	11	34	5	16	541	203	10	29	45	16	538	12,733	10	35	41	14	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.